

LESSON PLAN: **SWIMMING**: INTERMEDIATE: WEEK 6

LESSON OBJECTIVE: To prepare for assessment and learn basic swimming self-safety rescue.

WARM UP (10 MINS)

Pupils fetch objects and return them to the different areas around the pool. Vary the object sizes and weights, make some hard to transport. Try and get pupils to move them across deeper water without putting their feet down.

MAIN LESSON (20 MINS)

Teacher to discuss swimming safety and the need to be relaxed and in control when having to complete difficult tasks in the water. Set up an obstacle course for pupils to follow, including diving, transporting objects and freestyle swimming.

Develop: Get pupils to swim on their backs and sides, ask pupils to tread water or skull.

GAME/COMPETITION (15 MINS)

Assessment to see total distance the pupils are able to swim.

Can they complete a 25 meter swim unaided? This is the recommendation by the end of Yr6.

In teams have obstacle and relay races. Record times and distances to see who the winner is.

EQUIPMENT

- Floats
- Objects for race
- Stop watch

KEYWORDS

- Treading water/sculling
- Bilateral breathing
- Unilateral breathing

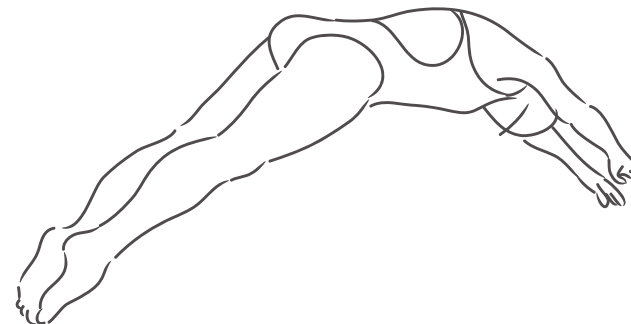
DIFFERENTIATION

LESS ABLE

- Use a float.
- Swim widths.

MORE ABLE

- Can they just use arms and no legs?
- Can they complete bi-lateral breathing?
- Increase the distance.



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	5	Can they perform sculling to a high ability?
	4	Can they perform sculling with a certain degree of control?
	3	Can they perform sculling with very little control?
Tactics, Rules & Teamwork	5	Works with their partner & demonstrates knowledge & understanding of the task.
	4	Can work with a partner & understands the directions.
	3	Starts communicating with a partner.
Show & Link	5	Can they link: arms and legs showing good coordination and timing when sculling?
	4	Can they show and link: average coordination with arms and legs when sculling?
	3	Show sculling.
Describe Ways to Improve	5	Are able to describe and improve performance.
	4	Are able to describe performance.
	3	Are able to see differences in performance against a simple model.
Fitness & Health	5	Shows a solid understanding of why physical activity has health benefits.
	4	Has some knowledge of why physical activity has health benefits.
	3	Has little knowledge of why physical activity has health benefits.